

Office of Sustainability

Savanah Stuart, Isabel Alvarez, Miles Trudeau, & Andrew Daniel

Marketing 410W: Marketing Research 2:30pm



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Executive Summary

As a successful organization on campus, the Office of Sustainability has obtained its recent goals and is aiming to improve upon their initial targets. The office has grown since its installment in 2010 and had many accomplishments including huge reductions in energy waste and water usage. After being awarded 10th place on the “Cool Schools” list of greenest colleges in 2017, the office knew there were more ways they could progress as a sustainable campus. In order to do this, the Office of Sustainability needed to find out how to better create a culture of care and sustainability on USD’s campus. By educating students and getting them involved in sustainability efforts, the office could not only maintain their ranking, but possibly improve it.

This report involves USD, the students at USD, and the Office of Sustainability. Interviews with students were conducted to gain insight about the current culture at USD and surveys were distributed to obtain more data. Fifty-eight surveys were completed to answer the questions about USD students’ sustainability habits, attitudes, preferences, and reactions to current and potential sustainability initiatives on and off campus. The survey concluded that many students wanted to learn more ways to be sustainable and had misconceptions about sustainability at USD. Additionally, the respondents identified that a partnership with Outdoor Adventures would be the most effective way to involve students in sustainability efforts. Lastly, the students emphasized that they utilize their USD email the most frequently for news from school-related organizations.

Introduction

In November 2007, the University of San Diego launched a task force to address sustainability efforts as a campus. By 2010 the Office of Sustainability was launched with the values to “take responsible actions affecting and preserving the environment”

(sandiego.edu/sustainability). The Office feels that an ethical and compassionate duty towards the community and environment is crucial towards upholding the mission of the University of San Diego. To do this, the Office of Sustainability organized six different initiatives to obtain this goal. These include academics, climate, energy, transportation, waste, and water. For example, they have reduced three million pounds of electronic waste since 2011 and decreased water consumption by 19% from 2010-2016. *(sandiego.edu/sustainability)*. The Office has been so successful in these endeavors that it recently ranked 10th on the 2017 “Cool Schools” list of the greenest colleges and universities in the United States and is the highest-ranked in San Diego County by the Sierra Club. The efforts by the University have been so influential and effective that its ranking on the “Cool Schools” list has jumped up from 79th place in 2013 *(sandiego.edu/sustainability)*. The campus has decreased energy consumption by almost 30% and water consumption by almost 20% since 2010 *(sandiego.edu/sustainability)*. These large feats have encouraged the campus community to become more oriented towards climate and environmental conservation. However, student participation and awareness has been a challenge for the Office of Sustainability and therefore one of the biggest hurdles towards increasing the University’s culture of sustainability.

One of the target markets of the Office of Sustainability are the students at the University of San Diego. The majority of students are part of what is referred to as the iGeneration. The biggest difference of this generation from the others is the introduction of technology and the internet at a young age (Marketing to the iGeneration, 2107). Social media and smartphones are the primary way that this generation connects to the world. Because of smartphones, the iGeneration have an abundance of information in the palm of their hands, making them well informed on current events. Some of the top concerns of the young adults who are a part of the

iGeneration are “climate change, the economy, and police violence compared to tweens/teens” (Marketing to the iGeneration, 2017). Climate change and sustainability have been at the forefront of concern amount young adults because they are seeing the aftermath of many years of negligence from previous generations. The University of San Diego’s Office of Sustainability has the opportunity to reach a group of people who are willing to change their habits in order to make improve the world and are part of the Green Consumer market. Most ways to market to these consumers are to hit the following points: “good for the planet, good for you and your family, and good for your wallet” (Marketing to the Green Consumer, 2012). Hitting all these components will bring positive feelings about sustainable/green living and spark a change in behavior. In order relay this message to USD students, the Office of Sustainability may need to emphasize the other benefits that sustainable living has on many different aspects of their lives. Sustainable living is the practice in which an individual’s everyday habits attempt to reduce negative environmental impacts. The main issue the Office of Sustainability is facing is how to create a culture of care/sustainability among USD students. Several different factors contribute to creating a type of culture, including a person’s individual habits. Learning about the habits of students is an important step in understanding how to create the desired culture. Cultural changes do not happen overnight, but target market research has shown that the Office of Sustainability has laid the foundation for a cultural shift to occur at USD.

Even after award winning acknowledgments and great improvements within the USD community concerning environmental friendly actions and sustainability, conducting market research to continue to advance forward is critical for the Office of Sustainability’s success. The biggest question the Office of Sustainability wants to address is: What makes a community seem sustainable to a consumer and therefore, how do we make our USD community feel and appear

sustainable for students? It is important to understand that everyone, whether it be professor or student, plays a role in the school's sustainability. The more someone is exposed to strong sustainable behavior, the more this person will partake and encourage the healthy actions. Solving this market research question will help our campus look sustainable, and more importantly create a sense of vigor and positive energy among USD. If we can help make our community feel sustainable, we alleviate restrictions that the Office of Sustainability faces when trying to make future goals and improvements. Instead of having the Office of Sustainability try to push our community in the direction they want us to go, we as a community would work alongside the office, making great strides in pure sustainability. Not only will this help our local community, but at a global level we will be contributing towards the betterment of our planet by being more sustainable.

Research Objectives

Respondent Summary:

In order to learn the best courses of action the Office of Sustainability should take in order to create a culture of sustainability, we conducted research through in-depth interviews. We interviewed a total of 12 current University of San Diego students. Of the 12 people interviewed, 10 were women and two were men. Our respondents also come from a variety of grade levels. We had one freshman, one sophomore, three juniors, six seniors, and one graduate student. The respondents had a variety of racial backgrounds and academic majors, bringing with them their own unique experiences and opinions on the culture of sustainability at USD.

Question Summary:

The questions asked in the interview can fit into four main categories: sustainability as a general topic, personal sustainability initiatives, initiatives on campus and through the Office of

Sustainability, and initiatives outside of USD. These questions helped students identify what they did on a daily basis to be more sustainable and what they noticed in their community (on and off campus) that is sustainable. The questions also aimed to gather insight and opinions about current and future USD actions that could benefit the Office of Sustainability as they try to answer their research question of how to create a culture of care/sustainability within USD students, both on and off campus.

Hypotheses & Rationale:

Upon completing the interviews, it was apparent that the respondents had a desire to become better at conserving resources and produce less waste, but lacked the knowledge on where to begin. They recognized that there were many things they do on a daily basis that are not consider sustainable. Water conservation and recycling were the two topics that came up as students suggested how they could improve. When asked about the sustainability efforts on campus, many of USD's initiatives go unnoticed by students. It appeared that the students didn't need a direct relationship with the Office of Sustainability, but yearned for guidance to become more sustainable. When asked about implementing a sustainability module into the core curriculum, the interviewees believed it could be a good way to get students involved. This led to the first hypothesis below:

If the Office of Sustainability begins an educational initiative to teach students how to be sustainable, then more students will implement sustainable habits in their daily lives.

One example of how the Office of Sustainability can use social media, signs, and emails is to inform students of events on campus. Events are put on by clubs and groups on campus almost every day. They are a great way to effectively get a message or information out to students. In the case of the Office of Sustainability, sustainable related events might improve

USD students' sustainable behaviors and habits. When asked which clubs on campus they would like to see the Office of Sustainability host an event with, the respondents offered many different clubs and groups. The common clubs and groups names were the Torero Program Board, Students Leadership, and Outdoor Adventures. For this reason, the second hypothesis for the Office of Sustainability is:

If the Office of Sustainability partners with clubs, then more students will be inclined to participate in sustainability efforts.

Additionally, after analyzing the data, identifying similar thoughts and finding themes and patterns between all, we discovered one major problem and formulated another plausible hypothesis. The communication between the Office of Sustainability and USD students is not strong. All respondents showed little knowledge about the office. This led us forming our second hypothesis. By increasing the marketing for the Office of Sustainability through various platforms including social media, signs and posters on campus, and frequent emails to USD accounts, will increase the awareness of Office of Sustainability. This will also simultaneously create a sense of care within the culture. Whether it be faculty or students, most everyone is aware that being sustainable is valuable and important. We learned that many, if not the majority, share common values and characteristics towards sustainable action. The problem lies within the communication. We predict that a culture of care could spread quickly, and in order to do so, students need to physically see sustainability-focused advertising. This hypothesis follows:

If the office increases their marketing efforts, a stronger culture of care will be discovered.

As stated above, many of the largest sustainable efforts made by the Office of Sustainability go unknown to USD students and faculty members. While interviewing students, it

was clear that the largest sore spot on USD's sustainable culture is the amount of water used on campus. Despite the Office of Sustainability decreasing water usage over the past 5-10 years, students begin to ask questions when they see perfectly green grass in a desert climate, various fountains using water, and sprinklers excessively used to water plants and grass. Even though the students thought the water usage is excessive, they also commented about how gorgeous and well-manicured the campus is. This led to the hypothesis:

If the Office of Sustainability can explain water usage, then the feeling of a sustainable culture will improve.

One of the interviewees is a current USD graduate student who spent the undergraduate years at the University of California at Santa Cruz (36th ranking on Sierra Club's greenest colleges). This interviewee explained how UCSC has a very sustainable culture in their opinion and that one of the main reasons for that were the professors' communication with students. Professors would educate students about the various efforts the school was a part of to make their culture greener. Professors can be a valuable in helping reach students in order to create a better culture of care. It is important that the professors are accurately informed so that they do not spread false information. This led to the final hypothesis:

If USD professors communicate with students about Office of Sustainability efforts, a better culture of sustainability across campus will improve.

Data Collection

Fifty-eight respondents participated in the survey. From these results, 36.8% identified as male and 63.2% identified as female. Additionally, 19% of respondents were freshman, 13.8% were sophomores, 12.1% were juniors, 53.4% were seniors, and one respondent did not answer.

The age of users ranged from 18 to 32 years old and had an average age of 21, with four participants choosing not to include their age.

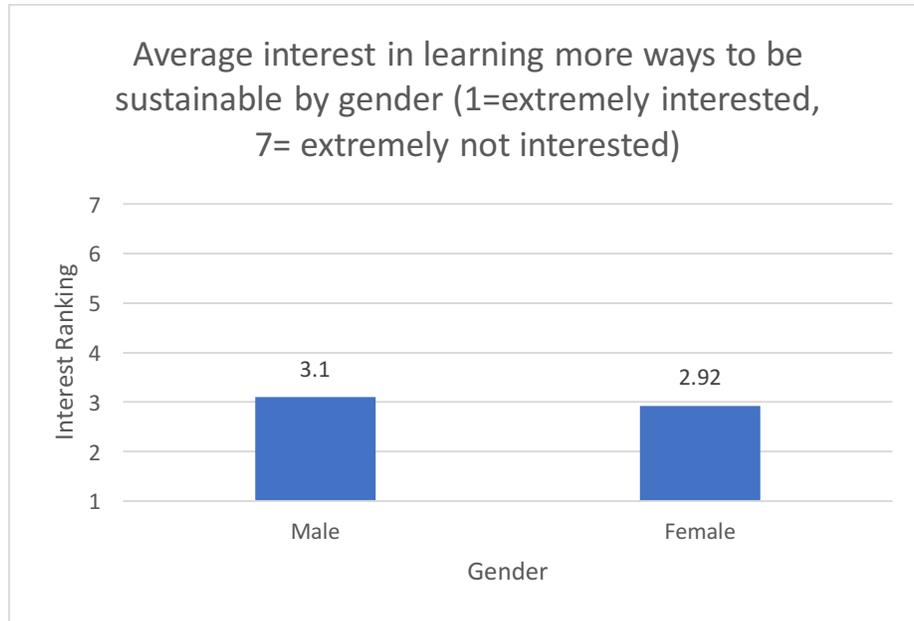
Method:

We collected the data through an online survey that was distributed with an anonymous link through emails and text messages. The survey included several questions to test the specific hypothesis of each researcher as well as some broad questions about the respondent's preferences and attitudes towards sustainability in general. Our survey concluded by asking respondents a variety of demographic questions.

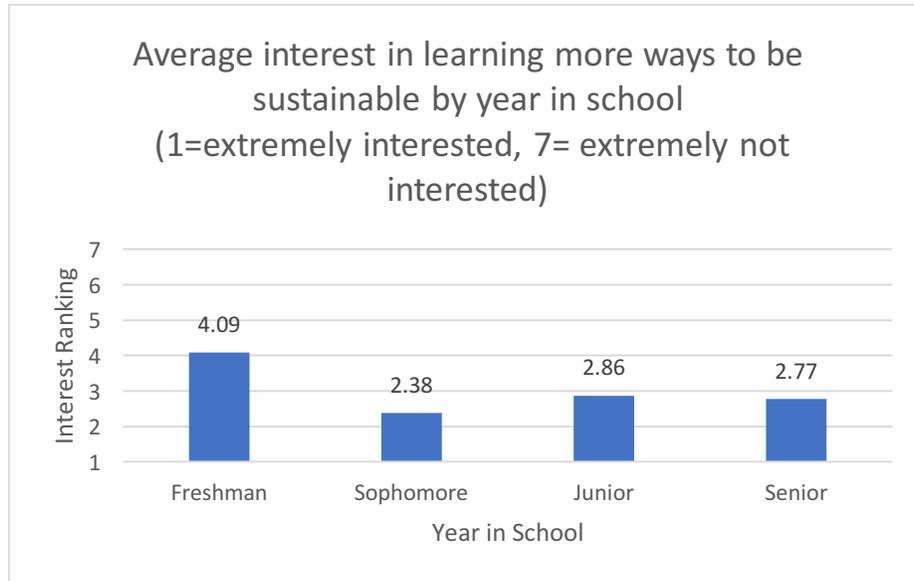
Findings

Hypothesis: If the Office of Sustainability begins an educational initiative to teach students how to be sustainable, then more students will implement sustainable habits in their daily lives.

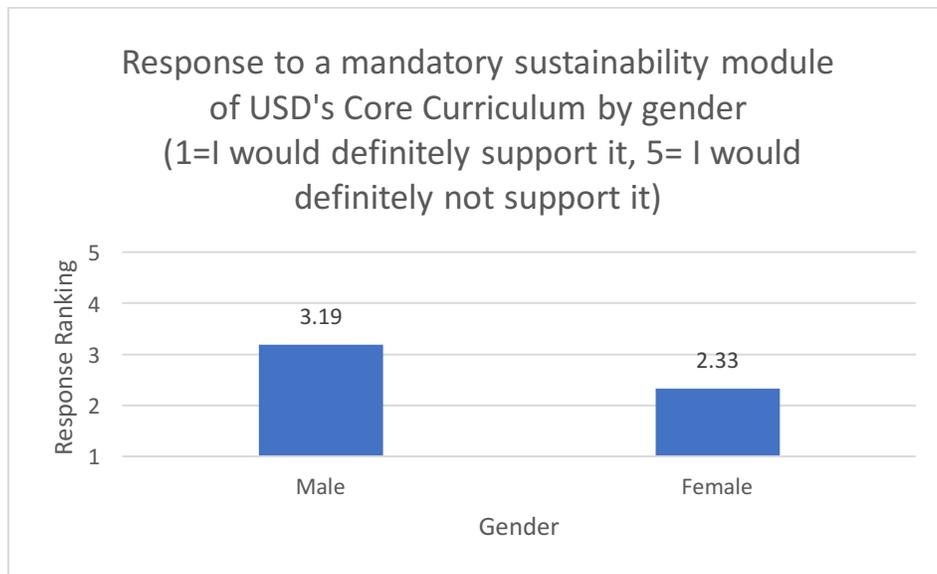
In our survey, we asked students a variety of questions about their attitudes towards learning more about sustainability and how they would react to the implementation of an educational initiative. In order to find out if learning more about sustainability was even of interest, respondents were asked on a seven-point scale (1= extremely interested, 7= extremely not interested) what their personal interest on the matter is. We conducted a one-sample t-test with a comparison value of 4 (neutral) and found with a 99% confidence level that there was an interest in learning about sustainability that was different from neutral. In fact, with a mean value of 2.97 (t-value=-5.218, p-value=.0001) the interest was skewed positively. Once this analysis was completed, we wanted to see if there was a difference among interests between gender and year in school. Our results from an independent-sample t-test concluded that there was no statistical difference between gender (Male mean=3.10, female mean=2.92, t-value=.425, p-value=0.672).



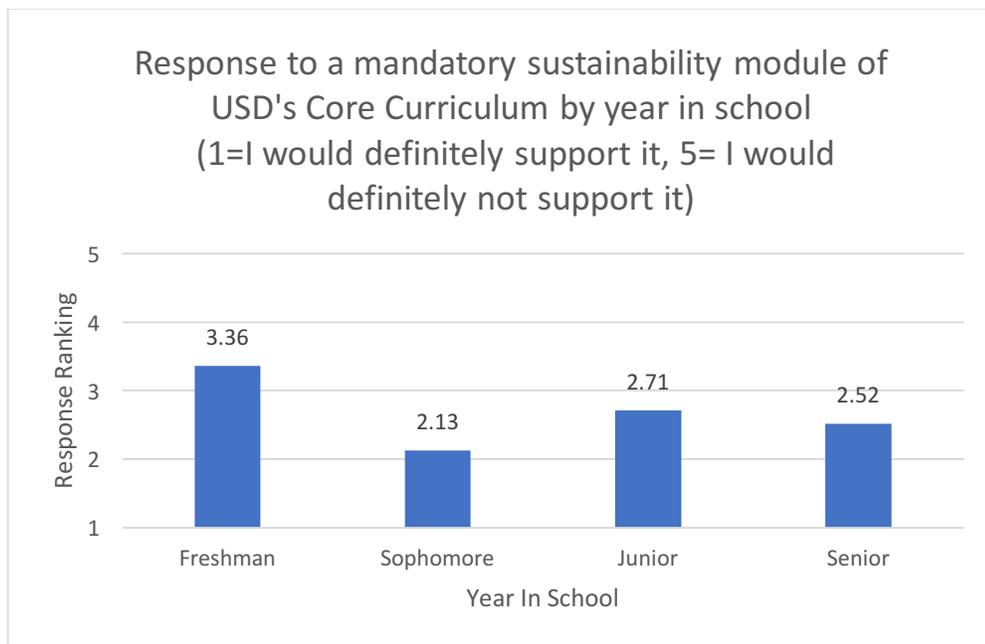
When we conducted the ANOVA to compare the interests of students in different grade levels of school, we found with a 95% confidence level that there is a statistical difference between the groups (Freshman mean=4.09, Sophomore mean=2.38, Junior mean=2.86, Senior mean= 2.77, p-value=0.046). Analyzing this one step further, we found a statistical difference between freshman and sophomores, and freshman and senior, while the other combinations have no differences. This means that targeting seniors for an educational initiative may be the best approach as they tend to have a stronger interest in learning how to be sustainable. Overall, the results concluded that students do have a positive interest in learning more ways to be sustainable which is the foundation for supporting the hypothesis.



In addition to learning if students had an interest in sustainability, we asked respondents how they would react to a newly implemented and mandatory sustainability module of USD's Core Curriculum on a five-point scale (1=I would definitely support it, 5= I would definitely not support it). We began by comparing the average response to the value of 3 (neutral) in a one-sample t-test (Mean=2.64, t-value=-1.844, p-value=0.07). The results concluded that there is statistical difference of the average response from neutral at a 90% confidence level. We wanted to take this data further and once again see if there was a difference between gender or year in school. After completing an independent-sample t-test we found with a 95% confidence level that females responded more positively to the mandatory module than males (Male mean= 3.19, Female mean=2.33, t-value=0.2.138 p-value=0.037).

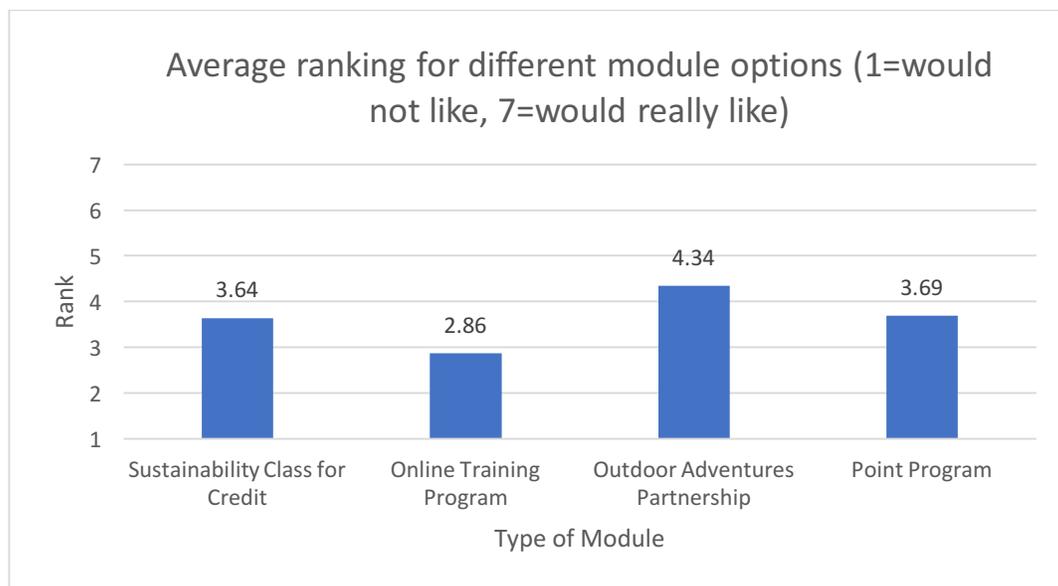


When we analyzed the ANOVA for the different of responses across students' year in school, we found no statistical difference between the groups at a 95% confidence level (Freshman mean= 3.36, Sophomore mean= 2.13 Junior mean= 2.71, Senior mean= 2.52, p-value=0.301).



Lastly, students were asked to rank a variety of options for how this mandatory module could be implemented. The sliding scale went from 1=would not like to 7=would really like as

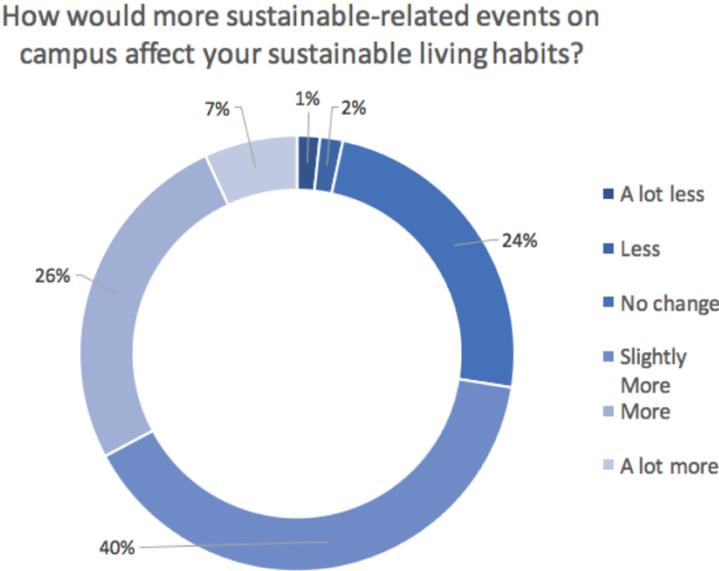
an option. We then used a one-sample t-test to see if any of the programs varied from neutral (4). We are able to say with a 99% confidence level that the online program differed from neutral and was in fact viewed negatively with students not preferring it as an option (Online Program: Mean= 2.86, t-value=-4.422, p-value=0.0001). While the partnership with Outdoor Adventures saw the highest number of positive results, there was no statistical difference from neutral (Partnership with Outdoor Adventures: Mean= 4.34, t-value= 1.227, p-value=0.225). Lastly the class for credit and point programs both had a negative average response, but the analysis concluded that there was no statistical difference between the mean and neutral (Class for Credit: Mean=3.63, t-value=-1.180, p-value=0.243, Point Program: Mean= 3.68, t-test= -1.106, p-value=0.273).



Overall, we can conclude that students have an interest in learning more ways to be sustainable and while the response to a mandatory module was fairly neutral, if one is implemented, students had the best reaction towards a partnership with Outdoor Adventures.

Hypothesis: If the Office of Sustainability partners with clubs for events, then more students will be inclined to participate in sustainability efforts.

In our survey, we asked respondents several questions regarding how an increase in specific events may affect their habits. Specifically, respondents were asked on a seven-point scale (1= A lot less, 7 = A lot more) to what extent an increase in sustainable-related events on campus affect their sustainable living habits. We conducted a one-sample t-test with the comparison value of 4 (no change) and found with 99% confidence that an increase in sustainable-related events would indeed increase people’s sustainable living habits. (Mean = 5.03, t-value = 7.113, p-value = 0.0001). This is important to note because if the respondents did not think an increase of events would increase their habits, then we would not want the Office of Sustainability to waste time and resources by coming up with sustainable-related events. As it is apparent on the following graph, 73% of respondents believed there would be a positive change, while only 27% said there would be no change or negative change.

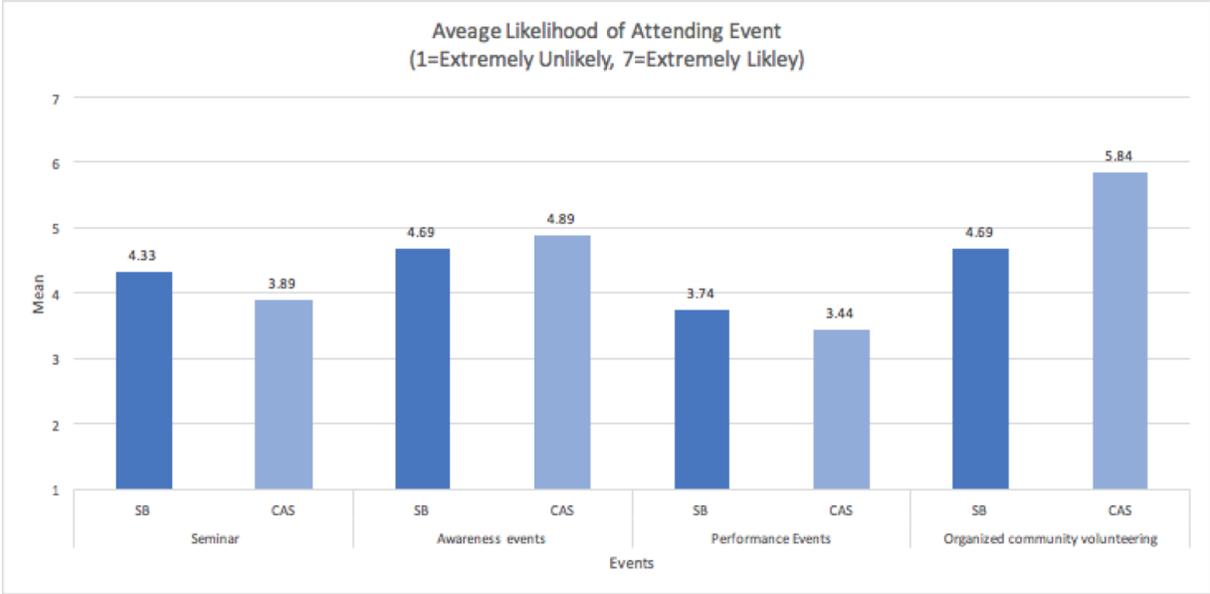


If the respondents did not think events increase sustainable habits, then this hypothesis would be rejected. We also asked respondents on a five-point scale (1=Not effective at all, 5=Extremely effective) how effective it would be if the Office of Sustainability partnered with each of the following: Outdoor Adventures, Torero Program Board, and Associated Students. We conducted

another one-sample t-test with the comparison value of 3 (moderately effective), and found with 99% confidence that a partnership with Outdoor Adventures would be the most effective of the three options, as shown in the graph below (Mean = 3.52, t-value = 3.401, p-value = 0.001). Only 5.2% of respondents believed that a partnership with Outdoor Activities would not be effective at all. This information is critical because by partnering with this club, perhaps more students will be interested in attending sustainable-related events. This would potentially cause those students to increase their sustainable behavior habits, thus developing a culture of increased care and sustainability.

Further, we asked respondents on a seven-point scale (1=Extremely unlikely, 7=Extremely likely) what is the likelihood of them attending a sustainability-themed seminar, awareness event performance event, and an organized community volunteer event. We conducted a one sample t-test with a comparison value of 4 (neither likely nor unlikely) and, with 99% confidence we found that students are most likely to attend organized community volunteering events. (Mean=5.09, t-value=4.276, p-value= .0001). The event type with the lowest mean of 3.58, and thus resulting in a less likelihood of students attending, was a performance event. This provides insight because it allows the Office of Sustainability to understand the event types that will attract more student participation. To analyze further, we conducted an independent sample t-test to see if there is a significant difference in likelihood of attending an organized community volunteering event between students in the College of Arts and Sciences (CAS) to the students in the School of Business (SB). We found with 95% confidence that students from CAS were more likely to attend organized community volunteering events than students from SB (Mean (SB)= 4.69, mean (CAS)= 5.84, t-value = -

2.148, p-value = 0.036). This is clear from the graph below. This information is valuable because it gives the Office of Sustainability insight that SB students may need more marketing directed towards them in comparison to the CAS students to increase their likelihood of participating in a volunteer event.

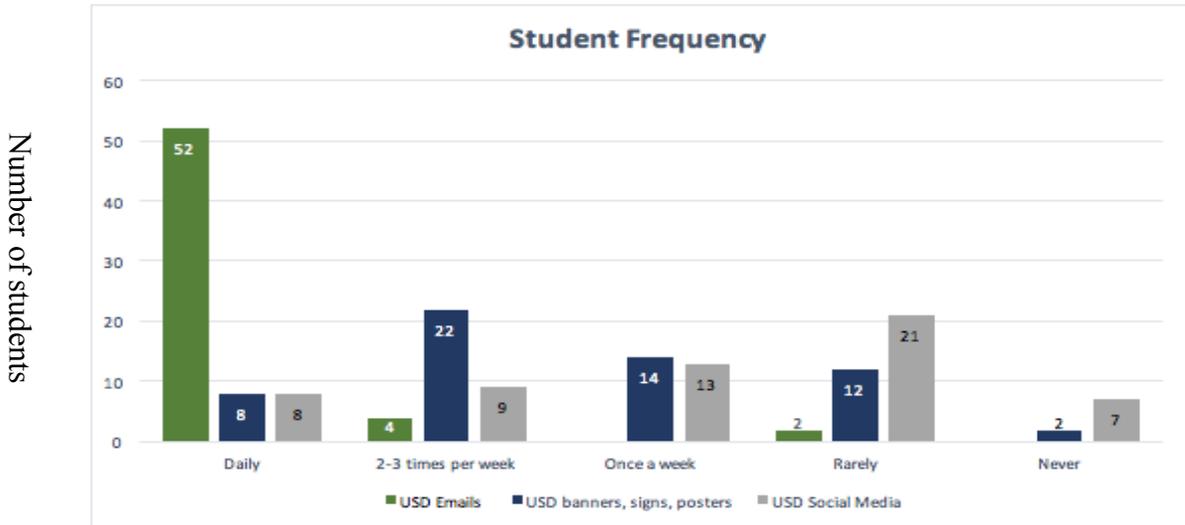


Hypothesis: If the office increases their marketing towards students, a stronger culture of care will be discovered.

We asked students various questions about how USD and USD’s Office of Sustainability communicate with the school. Wondering what students pay attention to on campus or online, and how to best connect with students could help us understand how to market better to USD. On top of trying to learn how to better market to students, we wanted to find out if students even valued the importance of Office of Sustainable marketing. Respondents were asked, ” To what extent do you think forms of marketing for sustainable action would be effective in changing your sustainability habits?” The students were asked this question on a 5-point scale ranging from extremely effective to not effective at all. We used a one sample t-test with a comparison level at 3 and a confidence level of 95% to conclude that increased marketing for sustainable

action would be effective in changing people’s habits. From our one sample t-test results, our mean was 2.91, our T-value was 20.850, while our P-value was 0.0001. This result indicates the positive correlation students had with increased marketing and positive results. Not only does this help us confirm that marketing has value to students on campus, but it also has influential power that could be used as leverage for the Office of Sustainability to create a stronger sense of campus care.

After the confirmation that marketing does have a positive effect on students, we wanted to identify a platform that students would pay the most attention to. In doing this, we can use this platform as the main marketing target to communicate with students. We asked students how often they checked various USD sources. The three sources we tested were USD school emails, USD banners, signs, and posters, and USD social media sites. We then provided them with options of how frequently they checked these sources, giving them a scale of daily, two or three times a week, once a week, rarely, and never. The specifics of this question were so detailed that we could see where students checked sources and how often they were checking as well. To test this data, we conducted a frequencies test between the three sources as depicted in the graph below:

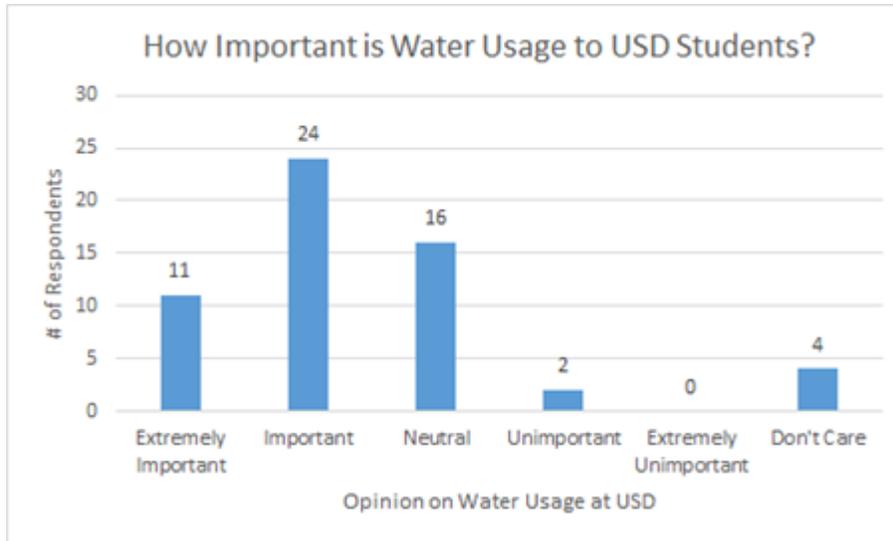


After analyzing the data, we identified that over 50 of the 58 respondents said they check USD email daily. This was very important data to gather. Knowing that such a high percentage of students checked USD email this often meant we found our most valuable marketing platform for the Office of Sustainability. 96% of respondents stated they checked USD email at least 2-3 times a week, while only 51% stated they checked banners, signs, and posters at least 2-3 times a week. Lastly, only 29% of respondents said they checked USD social media sites at least 2-3 times a week. From this frequency test, it is clear to understand that USD email is the most important source for students. Marketing will be most effective if used on USD email.

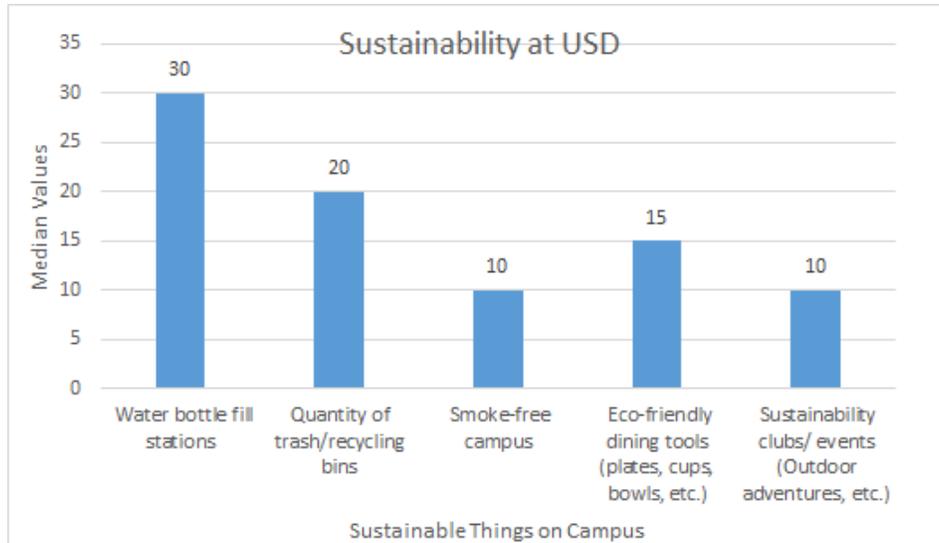
Whether or not students know much about USD Office of Sustainability, we learned that students do value school marketing and can be positively influenced from the opportunities of marketing. For Office of Sustainability to help spread a culture of care, we have proven that they must market themselves and their goals more. The best place for the marketing to reach all of the students at USD would most definitely be USD school emails. This data could give the Office of Sustainability the momentum they needed going forward.

Hypothesis: If the Office of Sustainability can explain water usage, then the feeling of a sustainable culture will improve.

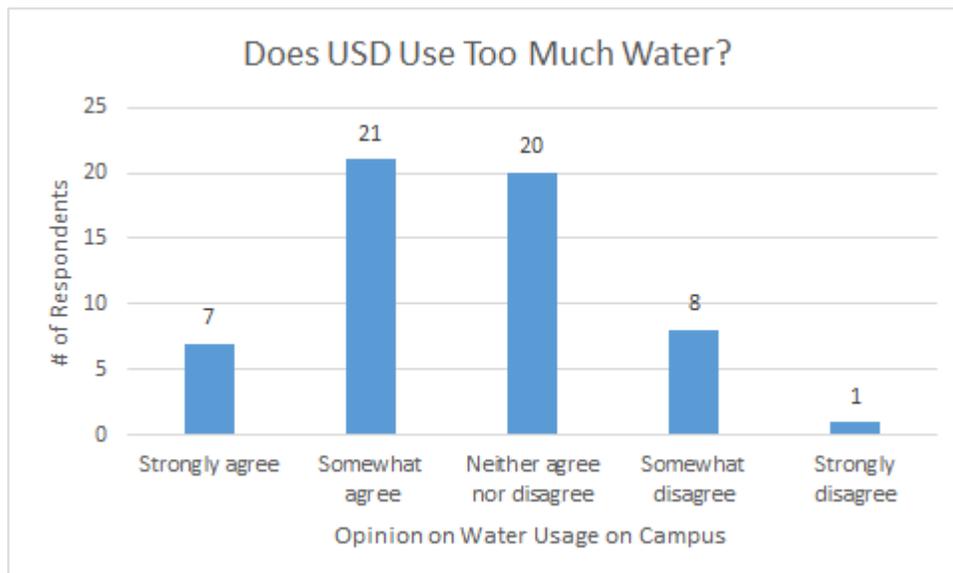
In our survey, we asked respondents several questions regarding water usage as well as which things they find sustainable and not sustainable on campus. Specifically, we asked how important water usage is to students on campus using a six-point scale (1= extremely important, 5= not at all important, 6= don't care). We conducted a one-sample t-test and found with 95% confidence that USD students believe water usage on campus is important to them (Mean= 2.44, t-value= 3, p-value= 0.0001). This can be seen in the graph below:



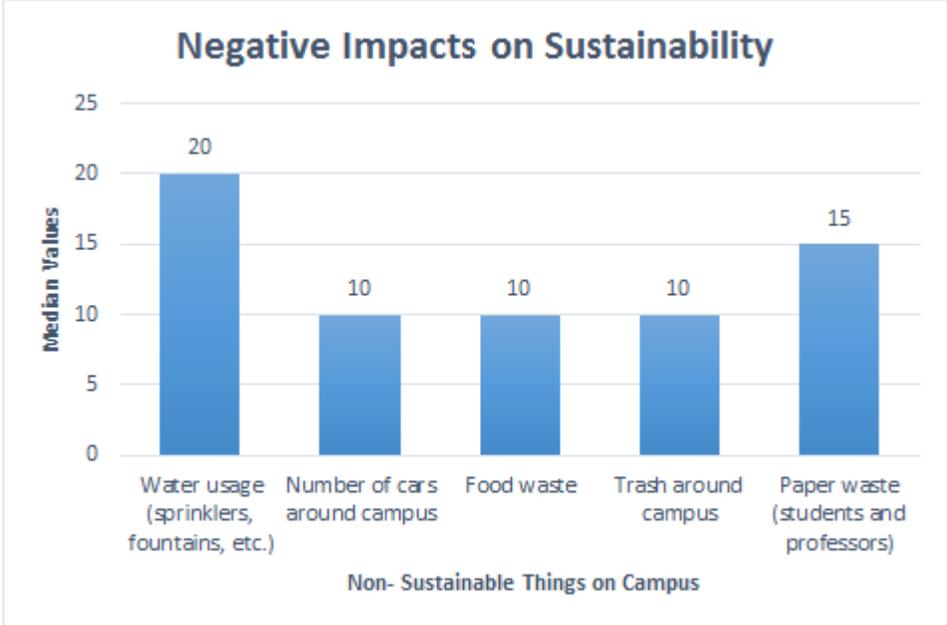
In addition, respondents were asked to allocate 100 points (Higher number = more influence, 0 = no influence) across five different variables in which they find are the influences for creating a positive sustainable culture at USD. The five different options included: water bottle fill stations, quantity of trash/recycling bins, eco-friendly dining tools, smoke-free campus, and sustainability clubs (outdoor adventures, etc.). Respondents scored water bottle fill stations as the greatest thing on campus that influences sustainability (Mean= 33.4, Median= 30). We believe this may be the case because of the prevalence of water stations around campus which make it easy for students to increase sustainable behavior. Surprisingly, sustainability clubs ranked last (Mean=12.6, Median= 10). Some possible explanations might include lack of awareness or lack of student desire for involvement. The five options and their means can be compared in the following graph:



Respondents were also asked on a five-point scale (1= strongly agree, 5= strongly disagree) to what extent do you believe USD uses too much water on campus. We conducted a one-sample t-test and found with 95% confidence that USD students believe that too much water is used on campus (Mean= 2.56, t-value= 3, p-value= 0.0001). We think this is the case because of lack of knowledge. According to the OOS, water usage on campus has decreased over the past five years but USD students are simply unaware. Roughly 63% of respondents “somewhat” or “strongly” agree that USD uses too much water on campus.



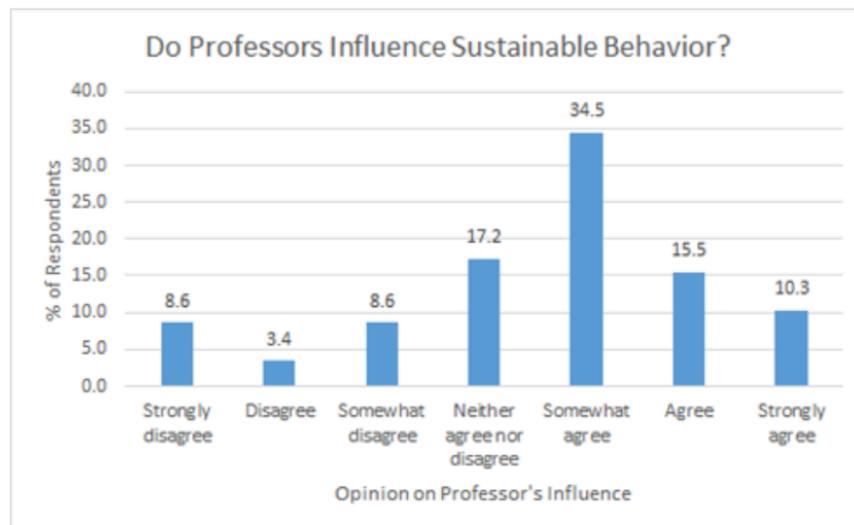
Lastly, respondents were asked to allocate 100 points total across five variables for the things in daily life on campus that make USD NOT feel sustainable (Higher number = feels very sustainable. 0 = does not feel sustainable). The five variables included: water usage (sprinklers, fountains, etc.), number of cars around campus, food waste, trash around campus, and paper waste (students and professors). We found that respondents scored water usage as the largest negative influence on sustainability on campus at USD (Mean= 27.8, Median= 20). The remaining four variable scores are closely bunched together and not significantly different. This means that water usage is most likely the biggest black eye for sustainability on campus at USD. We believe that this is the case due to lack of knowledge.



The results from our data show that USD students care about water usage and they believe USD uses too much water across campus. Our results also show that water bottle fill stations contribute the most in creating a culture that feels sustainable.

Hypothesis: If USD professors communicate with students about Office of Sustainability efforts, a better culture of sustainability across campus will arise.

Respondents were asked on a seven-point scale (1= strongly disagree, 7= strongly agree) to what extent do you agree/disagree with the following statement: If professors communicated with students about the Office of Sustainability's efforts, USD would feel more sustainable. We ran a one-sample t-test and found that students believe USD would feel more sustainable if professors communicated with students about the OOS efforts (Mean=4.56 p value= 0.012).



Also, we tried to analyze if there was a difference between grade level and whether they believed professors could help create a sustainable culture but found no statistical difference. In addition, we conducted an independent sample t-test to determine if there was a difference between gender and whether they believed USD would feel more sustainable if professors communicated OOS efforts. We found that female USD students would potentially be more receptive than males to listening to professors and increasing a sustainable culture (Mean Female= 4.92, Mean Male= 4.00).

Summary & Recommendations

The Office of Sustainability wants to preserve its ranking as a sustainable campus, if not increase it. Additionally, they want to ensure that they are in line with USD's strategic plan. The results of our research found that many students want to learn more ways to be sustainable, and the Office of Sustainability has many resources at its disposal to help make this a reality for students. We investigated how the Office of Sustainability could create a culture of care and sustainability within USD students and conclude with the following recommendations.

Many students had misconceptions about USD's water usage on campus. In order to correct the current view that USD wastes a lot of water, we suggest installing permanent placards or signs on campus that help emphasize how USD has minimized water usage. For example, at the water bottle fill-stations there could be signs that say how many plastic water bottles were saved from using a reusable water bottle. Additionally, many students see the new lawn at Colachis Plaza as a culprit for wasting water, when in fact, less water is being used now to care for the lawn. If signs were placed around the quad, more students would be aware of the actual implications from installing the large area of grass.

The second recommendation would be to keep professors informed about USD's sustainability efforts and provide them with the resources to incorporate sustainable lectures and habits into their classroom. The Office of Sustainability could work to help decrease the paper usage in classes by educating professors about the consequences of wasting paper and not recycling. This information would then be trickled down to the students and would contribute towards creating a better culture of care.

The third and fourth recommendations are intertwined as they both relate to a partnership with Outdoor Adventures. Student's mentioned that they prefer this partnership because they

believe it would be the most effective in spreading the message of sustainability and being green. This could mean helping Outdoor Adventures make their current trips more sustainable, hosting sustainability focused trips, and organizing environmental cleanups in conjunction with the Outdoor Adventure activities.

The final recommendation is to increase mass marketing to students via their USD email. Because the Office of Sustainability is affiliated with USD, students are not learning about the efforts of the office through social media, as they typically do with other businesses. Instead, it is recommended that the Office of Sustainability incorporate themselves into the Torero Weekly newsletter that is sent to students through their USD email address. This will reach a bigger number of students as they check their email daily.

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Appendix A: Final Survey

Office of Sustainability Master Survey

Start of Block: Default Question Block

Q1 The following survey is to gather data on USD student's habits and knowledge related to sustainability both on and off campus. This research is being conducted by a group of marketing research students at USD in Dr. Ivanic's class. Your participation in this survey is voluntary and you are free to withdraw at any point during the survey.

Q2 Are you a current USD student?

Yes (1)

No (2)

Skip To: End of Survey If Are you a current USD student? = No

Page Break

Q3 To what extent do you believe you are sustainable?

- A lot (1)
 - Moderately a lot (2)
 - Somewhat a lot (3)
 - Neutral (4)
 - Somewhat little (5)
 - Moderately little (6)
 - Very little (7)
-

Q4 What are some things you do on a daily basis to be sustainable? (Check all that apply)

- Recycle (1)
 - Compost (2)
 - Turn off lights when not using (3)
 - Don't leave electronics plugged in when not using (4)
 - Take reusable bags to the grocery store (5)
 - Print less paper (6)
 - Conserve water when showering, dishes, brushing teeth, etc. (7)
 - Carpool (8)
 - Other (please specify) (9) _____
-

Q6 How satisfied are you with your current daily actions to be sustainable?

- Extremely satisfied (1)
 - Moderately satisfied (2)
 - Slightly satisfied (3)
 - Neither satisfied nor dissatisfied (4)
 - Slightly dissatisfied (5)
 - Moderately dissatisfied (6)
 - Extremely dissatisfied (7)
-

Q7 How interested are you in learning more ways to be sustainable?

- Extremely interested (1)
 - Moderately interested (2)
 - Slightly interested (3)
 - Neutral (4)
 - Slightly not interested (5)
 - Moderately not interested (6)
 - Extremely not interested (7)
-

Page Break

Q8 How familiar are you with USD's Office of Sustainability

Never Heard of It Know That it Exists Involved with Office
1 2 3 5 6 7



Q9 To what extent do you believe USD is a sustainable campus?

- A lot (1)
- Moderately a lot (2)
- Slightly a lot (3)
- Neutral (4)
- Slightly little (5)
- Moderately little (6)
- Very little (7)

Q10 How important are USD's sustainability actions to you?

- Very unimportant (1)
- Unimportant (2)
- Somewhat unimportant (3)
- Neutral (4)
- Somewhat important (5)
- Important (6)
- Very important (7)

Page Break _____

Q11 How would you respond to a mandatory sustainability module of USD's Core Curriculum?
 (Not necessarily an additional class, but some type of activity that is focused on sustainability).

- I would definitely support it (1)
- I would probably support it (2)
- Neutral (3)
- I probably would not support it (4)
- I definitely would not support it (5)

Q12 Please give a numerical value indicating how much you would like each of the following as an option for the mandatory requirement. (1=would not like, 7=would really like)

1 2 3 5 6 7

Sustainability Class for Credit (1)	
Online Training Program (2)	
Partnership with Outdoor Adventures on trips focused on Sustainability (3)	
Point Program (Such as Business School's Passport Program) (4)	

Q13 Do you have any other ideas of options for an educational initiative focused on sustainability?

Q14 How likely are you to attend each type of event if it had a theme of sustainability.

	Extremely unlikely (1)	Moderately unlikely (2)	Slightly unlikely (3)	Neither likely nor unlikely (4)	Slightly likely (5)	Moderately likely (6)	Extremely likely (7)
Seminar (Information on how a business, state, country, or individual can implement sustainable behavior.) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness events (Giving away items that are connected to sustainable habits, making art pieces to display on campus) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance (poetry reading, musical performance, theatrical performance) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized community volunteering (Beach clean-up, Planting trees/plants, Street clean-up) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 How likely are you to attend an event on sustainability if it connected to your declared/desired major or School?

- Extremely likely (1)
- Moderately likely (2)
- Slightly likely (3)
- Neither likely nor unlikely (4)
- Slightly unlikely (5)
- Moderately unlikely (6)
- Extremely unlikely (7)

Page Break

Q16 How effective would it be if the Office of Sustainability partnered with each of the following organization to promote sustainability?

	Not effective at all (1)	Slightly effective (2)	Moderately effective (3)	Very effective (4)	Extremely effective (5)
Outdoor Adventures (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Torero Program Board (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Associated Students (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 How effective would a partnership between the Office of Sustainability and each organization below be to inform students about sustainability?

	Very Ineffective	Neutral	Very Effective			
	1	2	3	5	6	7
Student Leadership, Involvement and Changemaking (SLIC) (1)						
Living Learning Communities (2)						
Residence Halls (3)						
Greek fraternities and sororities (4)						
Cultural clubs (5)						
Athletic clubs (6)						
Other (7)						

Q18 How would more sustainable-related events on campus affect your sustainable living habits?

- A lot less (1)
- Less (2)
- Slightly less (3)
- No change (4)
- Slightly More (5)
- More (6)
- A lot more (7)

Page Break

Q19 How often do you check the following USD sources?

	Daily (1)	2-3 times a week (2)	Once a week (3)	Rarely (4)	Never (5)
USD school emails (1)	<input type="radio"/>				
USD banners, signs, posters, etc. (2)	<input type="radio"/>				
USD social media platforms (3)	<input type="radio"/>				



Q20 Please rank the following in order of what you think USD students pay the most attention to with #1 being the most attention.

_____ USD emails (1)

_____ USD banners, signs, posters, etc. (2)

_____ USD social media (3)

Page Break

Q21 On the scale below, please rate how much you value being a part of the USD culture.

- A great deal (1)
 - A lot (2)
 - A moderate amount (3)
 - A little (4)
 - None at all (5)
-

Q22 To what extent do you think forms of marketing for sustainable action at USD would be effective in changing your sustainability habits?

- Extremely effective (1)
 - Very effective (2)
 - Moderately effective (3)
 - Slightly effective (4)
 - Not effective at all (5)
-

Page Break

Q23 How important is water usage to you on campus at USD? (watering grass/plants, sprinklers, fountains, etc.)

- Extremely important (1)
 - Very important (2)
 - Neutral (3)
 - Slightly unimportant (4)
 - Not at all important (5)
 - Don't care (6)
-

Q24 Please allocate 100 points total for the following things that you believe are influences for creating a positive sustainable culture at USD. Higher number = more influence. 0 = no influence

Water bottle fill stations : _____ (1)

Quantity of trash/recycling bins : _____ (2)

Smoke-free campus : _____ (3)

Eco-friendly dining tools (plates, cups, bowls, etc.) : _____ (4)

Sustainability clubs/ events (Outdoor adventures, etc.) : _____ (5)

Total : _____

Page Break

Q25 To what extent do you agree/disagree with the following statement: I think USD uses too much water on campus

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q26 Please allocate 100 points total for the things you see in daily life on campus that make USD NOT feel sustainable. Higher number = feels very sustainable. 0 = does not feel sustainable

Water usage (sprinklers, fountains, etc.) : _____ (1)

Number of cars around campus : _____ (2)

Food waste : _____ (3)

Trash around campus : _____ (4)

Paper waste (students and professors) : _____ (5)

Total : _____

Page Break

Q27 To what extent do you agree/disagree with the following statement:

If professors communicated with students about the Office of Sustainability's efforts, USD would feel more sustainable.

- Strongly disagree (1)
- Disagree (2)
- Somewhat disagree (3)
- Neither agree nor disagree (4)
- Somewhat agree (5)
- Agree (6)
- Strongly agree (7)

Page Break

Q28 With which gender do you identify?

- Male (1)
- Female (2)

Q29 What year in school are you?

- Freshman (1)
 - Sophomore (2)
 - Junior (3)
 - Senior (4)
 - Graduate Student (5)
-

Q30 Please input your age:

Q31 What School do you belong to on campus

- School of Business (1)
 - College of Arts & Sciences (2)
 - School of Engineering (3)
 - School of Nursing & Health Sciences (4)
 - School of Peace Studies (5)
 - School of Law (6)
 - School of Leadership & Education (7)
 - Professional & Continuing Education (8)
-

Q32 Please select your ethnicity:

- White (1)
 - Black or African American (2)
 - American Indian or Alaska Native (3)
 - Asian (4)
 - Native Hawaiian or Pacific Islander (5)
 - Other (6)
 - Prefer Not to Answer (7)
-

Q33 Thank you for taking the time to complete this survey!

End of Block: Default Question Block

Appendix B: SPSS Output

Hypothesis 1:

One-Sample Test

Test Value = 4

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How interested are you in learning more ways to be sustainable?	-5.218	57	.000	-1.034	-1.43	-.64

Group Statistics

	With which gender do you identify?	N	Mean	Std. Deviation	Std. Error Mean
	Female	36	2.92	1.461	.244

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
How interested are you in learning more ways to be sustainable?	Equal variances assumed	.670	.416	.425	55	.672	.179	.420	-.663	1.020
	Equal variances not assumed			.412	38.138	.682	.179	.433	-.698	1.055

Descriptives

How interested are you in learning more ways to be sustainable?

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Freshman	11	4.09	1.300	.392	3.22	4.96	2	6
Sophomore	8	2.38	1.302	.460	1.29	3.46	1	5
Junior	7	2.86	1.574	.595	1.40	4.31	1	5
Senior	31	2.77	1.499	.269	2.22	3.32	1	6
Total	57	2.98	1.518	.201	2.58	3.39	1	6

ANOVA

How interested are you in learning more ways to be sustainable?

		Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	(Combined)	17.922	3	5.974	2.851	.046	
	Linear Term	Unweighted	8.738	1	8.738	4.170	.046
		Weighted	8.135	1	8.135	3.882	.054
		Deviation	9.787	2	4.893	2.335	.107
Within Groups		111.061	53	2.095			
Total		128.982	56				

Multiple Comparisons

Dependent Variable: How interested are you in learning more ways to be sustainable?

LSD

(I) What year in school are you?	(J) What year in school are you?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Freshman	Sophomore	1.716*	.673	.014	.37	3.07
	Junior	1.234	.700	.084	-.17	2.64
	Senior	1.317*	.508	.012	.30	2.34
Sophomore	Freshman	-1.716*	.673	.014	-3.07	-.37
	Junior	-.482	.749	.523	-1.98	1.02
	Senior	-.399	.574	.490	-1.55	.75
Junior	Freshman	-1.234	.700	.084	-2.64	.17
	Sophomore	.482	.749	.523	-1.02	1.98
	Senior	.083	.606	.892	-1.13	1.30
Senior	Freshman	-1.317*	.508	.012	-2.34	-.30
	Sophomore	.399	.574	.490	-.75	1.55
	Junior	-.083	.606	.892	-1.30	1.13

*. The mean difference is significant at the 0.05 level.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How would you respond to a mandatory sustainability module of USD's Core Curriculum? (Not necessarily an additional class, but some type of activity that is focused on sustainability).	58	2.64	1.495	.196

One-Sample Test

Test Value = 4

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How would you respond to a mandatory sustainability module of USD's Core Curriculum? (Not necessarily an additional class, but some type of activity that is focused on sustainability).	-6.939	57	.000	-1.362	-1.76	-.97

Group Statistics

	With which gender do you identify?	N	Mean	Std. Deviation	Std. Error Mean
How would you respond to a mandatory sustainability module of USD's Core Curriculum? (Not necessarily an additional class, but some type of activity that is focused on sustainability).	Male	21	3.19	1.470	.321
	Female	36	2.33	1.454	.242

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
How would you respond to a mandatory sustainability module of USD's Core Curriculum? (Not necessarily an additional class, but some type of activity that is focused on sustainability).	Equal variances assumed	.004	.951	2.138	55	.037	.857	.401	.054	1.661
	Equal variances not assumed			2.132	41.593	.039	.857	.402	.045	1.669

Descriptives

How would you respond to a mandatory sustainability module of USD's Core Curriculum? (Not necessarily an additional class, but some type of activity that is focused on sustainability).

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Freshman	11	3.36	1.567	.472	2.31	4.42	1	5
Sophomore	8	2.13	1.246	.441	1.08	3.17	1	4
Junior	7	2.71	1.890	.714	.97	4.46	1	5
Senior	31	2.52	1.435	.258	1.99	3.04	1	5
Total	57	2.65	1.506	.199	2.25	3.05	1	5

ANOVA

How would you respond to a mandatory sustainability module of USD's Core Curriculum? (Not necessarily an additional class, but some type of activity that is focused on sustainability).

		Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	(Combined)	8.391	3	2.797	1.250	.301	
	Linear Term	Unweighted	2.772	1	2.772	1.239	.271
		Weighted	2.951	1	2.951	1.319	.256
		Deviation	5.440	2	2.720	1.216	.305
Within Groups		118.591	53	2.238			
Total		126.982	56				

Multiple Comparisons

Dependent Variable: How would you respond to a mandatory sustainability module of USD's Core Curriculum? (Not necessarily an additional class, but some type of activity that is focused on sustainability).
LSD

(I) What year in school are you?	(J) What year in school are you?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Freshman	Sophomore	1.239	.695	.080	-.16	2.63
	Junior	.649	.723	.373	-.80	2.10
	Senior	.848	.525	.112	-.21	1.90
Sophomore	Freshman	-1.239	.695	.080	-2.63	.16
	Junior	-.589	.774	.450	-2.14	.96
	Senior	-.391	.593	.513	-1.58	.80
Junior	Freshman	-.649	.723	.373	-2.10	.80
	Sophomore	.589	.774	.450	-.96	2.14
	Senior	.198	.626	.753	-1.06	1.45
Senior	Freshman	-.848	.525	.112	-1.90	.21
	Sophomore	.391	.593	.513	-.80	1.58
	Junior	-.198	.626	.753	-1.45	1.06

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Please give a numerical value indicating how much you would like each of the following as an option for the mandatory requirement. (1=would not like, 7=would really like) – Sustainability Class for Credit	58	1.00	7.00	3.6379	2.33733
Please give a numerical value indicating how much you would like each of the following as an option for the mandatory requirement. (1=would not like, 7=would really like) – Online Training Program	58	1.00	7.00	2.8621	1.95967
Please give a numerical value indicating how much you would like each of the following as an option for the mandatory requirement. (1=would not like, 7=would really like) – Partnership with Outdoor Adventures on trips focused on Sustainability	58	1.00	7.00	4.3448	2.14027
Please give a numerical value indicating how much you would like each of the following as an option for the mandatory requirement. (1=would not like, 7=would really like) – Point Program (Such as Business School's Passport Program)	58	1.00	7.00	3.6897	2.13744
Valid N (listwise)	58				

Hypothesis 2:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How would more sustainable-related events on campus affect your sustainable living habits?	58	5.03	1.108	.145

One-Sample Test

Test Value = 4

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How would more sustainable-related events on campus affect your sustainable living habits?	7.113	57	.000	1.034	.74	1.33

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How effective would it be if the Office of Sustainability partnered with each of the following organization to promote sustainability? - Outdoor Adventures	58	3.52	1.158	.152
How effective would it be if the Office of Sustainability partnered with each of the following organization to promote sustainability? - Torero Program Board	57	3.11	1.235	.164
How effective would it be if the Office of Sustainability partnered with each of the following organization to promote sustainability? - Associated Students	57	3.14	1.187	.157

One-Sample Test

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How effective would it be if the Office of Sustainability partnered with each of the following organization to promote sustainability? - Outdoor Adventures	3.401	57	.001	.517	.21	.82
How effective would it be if the Office of Sustainability partnered with each of the following organization to promote sustainability? - Torero Program Board	.644	56	.522	.105	-.22	.43
How effective would it be if the Office of Sustainability partnered with each of the following organization to promote sustainability? - Associated Students	.893	56	.376	.140	-.17	.46

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How likely are you to attend each type of event if it had a theme of <u>sustainability</u> . - Seminar (Information on how a business, state, country, or individual can implement sustainable behavior.)	58	4.10	1.971	.259
How likely are you to attend each type of event if it had a theme of <u>sustainability</u> . - Awareness <u>events</u> (Giving away items that are connected to sustainable habits, making art pieces to display on campus)	58	4.67	1.968	.258
How likely are you to attend each type of event if it had a theme of <u>sustainability</u> . - Performance (poetry reading, musical performance, theatrical performance)	55	3.58	1.941	.262
How likely are you to attend each type of event if it had a theme of <u>sustainability</u> . - Organized community volunteering (Beach clean-up, Planting trees/plants, Street clean-up)	57	5.09	1.921	.254

One-Sample Test

Test Value = 4

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How likely are you to attend each type of event if it had a theme of <u>sustainability</u> - Seminar (Information on how a business, state, country, or individual can implement sustainable behavior.)	.400	57	.691	.103	-.41	.62
How likely are you to attend each type of event if it had a theme of <u>sustainability</u> - Awareness <u>events</u> (Giving away items that are connected to sustainable habits, making art pieces to display on campus)	2.602	57	.012	.672	.15	1.19
How likely are you to attend each type of event if it had a theme of <u>sustainability</u> - Performance (poetry reading, musical performance, theatrical performance)	-1.598	54	.116	-.418	-.94	.11
How likely are you to attend each type of event if it had a theme of <u>sustainability</u> - Organized community volunteering (Beach clean-up, Planting trees/plants, Street clean-up)	4.276	56	.000	1.088	.58	1.60

Group Statistics

What School do you belong to on campus		N	Mean	Std. Deviation	Std. Error Mean
How likely are you to attend each type of event if it had a theme of <u>sustainability</u> . - Organized community volunteering (Beach clean-up, Planting trees/plants, Street clean-up)	School of Business	36	4.69	2.026	.338
	College of Arts & Sciences	19	5.84	1.573	.361

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
How likely are you to attend each type of event if it had a theme of <u>sustainability</u> . - Organized community volunteering (Beach clean-up, Planting trees/plants, Street clean-up)	Equal variances assumed	2.874	.096	-2.148	53	.036
	Equal variances not assumed			-2.322	45.415	.025

Independent Samples Test

		t-test for Equality of Means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
How likely are you to attend each type of event if it had a theme of <u>sustainability</u> . - Organized community volunteering (Beach clean-up, Planting trees/plants, Street clean-up)	Equal variances assumed	-1.148	.534	-2.219	-.076
	Equal variances not assumed	-1.148	.494	-2.143	-.153

Hypothesis 3:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
To what extent do you think forms of marketing for sustainable action at USD would be effective in changing your sustainability habits?	58	2.91	1.064	.140

One-Sample Test

	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
To what extent do you think forms of marketing for sustainable action at USD would be effective in changing your sustainability habits?	-7.772	57	.000	-1.086	-1.37	-.81

How often do you check the following USD sources? - USD school emails

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Daily	52	89.7	89.7	89.7
2-3 times a week	4	6.9	6.9	96.6
Rarely	2	3.4	3.4	100.0
Total	58	100.0	100.0	

How often do you check the following USD sources? - USD banners, signs, posters, etc.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Daily	8	13.8	13.8	13.8
2-3 times a week	22	37.9	37.9	51.7
Once a week	14	24.1	24.1	75.9
Rarely	12	20.7	20.7	96.6
Never	2	3.4	3.4	100.0
Total	58	100.0	100.0	

How often do you check the following USD sources? - USD social media platforms

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Daily	8	13.8	13.8	13.8
2-3 times a week	9	15.5	15.5	29.3
Once a week	13	22.4	22.4	51.7
Rarely	21	36.2	36.2	87.9
Never	7	12.1	12.1	100.0
Total	58	100.0	100.0	

Hypothesis 3:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How important is water usage to you on campus at USD? (watering grass/plants, sprinklers, fountains, etc.)	57	2.44	1.254	.166

One-Sample Test

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How important is water usage to you on campus at USD? (watering grass/plants, sprinklers, fountains, etc.)	-3.380	56	.001	-.561	-.89	-.23

Statistics

Please allocate 100 points total for the following things that you believe are influences for creating a positive sustainable culture at USD. Higher number = more		Water bottle fill stations	Quantity of trash/recycling bins	Smoke-free campus	Eco-friendly dining tools (plates, cups, bowls, etc.)	Sustainability clubs/ events (Outdoor adventures, etc.)
N	Valid	58	58	57	58	58
	Missing	0	0	1	0	0
Mean		33.4138	21.1207	15.6140	17.8103	12.5690
Median		30.0000	20.0000	10.0000	15.0000	10.0000
Std. Deviation		19.06042	14.63123	17.00394	15.24704	13.64347
Maximum		100.00	90.00	75.00	65.00	80.00

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
To what extent do you agree/disagree with the following statement: I think USD uses too much water on campus	57	2.56	.945	.125

One-Sample Test

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
To what extent do you agree/disagree with the following statement: I think USD uses too much water on campus	-3.503	56	.001	-.439	-.69	-.19

Statistics

Please allocate 100 points total for the things you see in daily life on campus that make USD NOT feel sustainable. Higher number = feels very sustainable. 0 = does not feel sustainable -

		Water usage (sprinklers, fountains, etc.)	Number of cars around campus	Food waste	Trash around campus	Paper waste (students and professors)
N	Valid	58	58	58	58	58
	Missing	0	0	0	0	0
Mean		27.8276	17.8621	16.0690	13.6552	14.5862
Median		20.0000	10.0000	10.0000	10.0000	15.0000
Std. Deviation		27.77298	22.09267	17.66040	17.82719	14.07628

Hypothesis 4:

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
To what extent do you agree/disagree with the following statement: If professors communicated with students about the Office of Sustainability's efforts, USD would feel more sustainable.	57	4.56	1.637	.217

One-Sample Test

Test Value = 4

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
To what extent do you agree/disagree with the following statement: If professors communicated with students about the Office of Sustainability's efforts, USD would feel more sustainable.	2.589	56	.012	.561	.13	1.00

Group Statistics

	With which gender do you identify?	N	Mean	Std. Deviation	Std. Error Mean
		To what extent do you agree/disagree with the following statement: If professors communicated with students about the Office of Sustainability's efforts, USD would feel more sustainable.	Male	20	4.00
	Female	36	4.92	1.402	.234

Appendix C: In-Depth Interview Guides & Notes

Savanah Stuart:

Respondent 1:

1. How do you define sustainability?
-programs that support recycling and clean water. When you don't need a lot of stuff, but use renewable resources. Less carbon footprint.
 2. What are some of the things you believe that you do on a daily basis to be sustainable?
-eco-friendly car, recycle, don't use plastic bags
 3. What are some of the actions you wish you did more often to be sustainable?
-save more water, uses dishwasher a lot.
 4. What is the first business or place that you think of when you think of a sustainable culture?
-South Coast Winery (reuse all of their plant waste for vineyards.)
 5. Do you think USD is a sustainable campus? Why/Why not?
-No, "waterfalls galore" and they just put in all that new grass.
 6. What have you noticed on USD's campus that makes it a sustainable campus?
-water bottle refill, recycling, does know that SLP has sustainability efforts for saving water like scraping food off from dishes to make it easier to clean.
 7. Are you familiar with USD's Office of Sustainability? What do you think their role is on campus? What should their role be?
-Yes, have heard of it because they send emails. They should be turning off water fountains until 4pm. Shouldn't be using golf carts that are gas powered.
 8. What do you think the Office of Sustainability should do to connect with USD students?
-Do they need to connect with students? Surveys possibly
 9. How do you feel about a mandatory sustainability aspect of the core curriculum^[A12]? Why?
-I would support that as long as it was an environmental science class. One day trip? That would be awesome!
 10. If you had to pick only one area of sustainability (ex: water, energy, waste, etc.) to be emphasized on campus, which would you choose? Why?
-Saving water because it is the thing we use the most of. USD is next to a really polluted river and believe we should be doing more.
 11. What initiatives of sustainability have you seen outside of USD at other businesses or schools?
-community service requirements in high school. Can't think of any companies.
- Additional Comments: There is a presence of sustainability, but the ways they try to make up for it, they spend exponentially in landscaping.

Respondent 2:

1. How do you define sustainability?^[A13]
-Usually thinks of environmentally sustainable. Implanting things for better and longer life for the planet. Being eco-friendly to help planet
2. What are some of the things you believe that you do on a daily basis to be sustainable?
-Use a reusable water bottle, make sure to turn lights off, recycle,
3. What are some of the actions you wish you did more often to be sustainable?
-Use less water

4. What is the first business or place that you think of when you think of a sustainable culture?
-Prius
5. Do you think USD is a sustainable campus? Why/Why not?
-Yes, they make an effort (plaque near SLP grass to save water) encourage reusable water bottles and reward system, recycling bins, encourage people to be aware of
6. What have you noticed on USD's campus that makes it a sustainable campus?
-Dishes in slp to not waste plastic and paper
-Redo water features like sprinklers to make it less wasteful
7. Are you familiar with USD's Office of Sustainability? What do you think their role is on campus? What should their role be?
-No. Assume they are in charge of doing things like water bottle system, and educating people to save water and things. They should continue working to encourage people to be more environmentally friendly
8. What do you think the Office of Sustainability should do to connect with USD students?
-Work more with residential areas
9. How do you feel about a mandatory sustainability aspect of the core curriculum^[A14]? Why?
-I like that! Probably easiest to do something online.
10. If you had to pick only one area of sustainability (ex: water, energy, waste, etc.) to be emphasized on campus, which would you choose? Why?
-Pretty good at emphasizing water, hard for students to contribute to less energy so maybe focus on less waste.
11. What initiatives of sustainability have you seen outside of USD at other businesses or schools?
-Saving energy.

Additional notes for Office of Sustainability:

Potentially focus initiatives on better lighting, more solar

Respondent 3:

1. How do you define sustainability?^[A15]
-Being mindful on the environmental resources we are using and being proactive about improving those conditions
2. What are some of the things you believe that you do on a daily basis to be sustainable?
-Don't shower every day (save water). Uses a reusable water bottle.
3. What are some of the actions you wish you did more often to be sustainable?
-Wish that I recycled more, not as mindful about that. Use a lot of paper, so wants to print less.
4. What is the first business or place that you think of when you think of a sustainable culture?
-None.
5. Do you think USD is a sustainable campus? Why/Why not?
-Tries to be, pretty good at it considering they are very resourceful with what they use and do have a bunch of refillable water stations, but does take a lot of money and resources to maintain landscape
6. What have you noticed on USD's campus that makes it a sustainable campus?
-Refillable water stations, recycling bins (gives students the option), thing in slp where you can scrape food off to compost, missions A has a garden by crossroads.
7. Are you familiar with USD's Office of Sustainability? What do you think their role is on campus? What should their role be?

- Knows it exists, but doesn't really know about it. Their role is to think of new ideas to keep USD sustainable and to oversee things currently in place.
- 8. What do you think the Office of Sustainability should do to connect with USD students?
 - Print/put up ideas or guidance of ways to be more sustainable to help students learn.
 - Help educate students on everyday things they can do to be more sustainable.
- 9. How do you feel about a mandatory sustainability aspect of the core curriculum^[A16]? Why?
 - I think it would be really cool, but should it be part of core? I don't know. If it was an option to take for credit but not mandatory, then would be really cool. There should be a goal/focus on sustainability (like habitat for humanity) But doesn't necessarily need be part of the core curriculum.
- 10. If you had to pick only one area of sustainability (ex: water, energy, waste, etc.) to be emphasized on campus, which would you choose? Why?
 - Saving energy to focus on helping climate change.
- 11. What initiatives of sustainability have you seen outside of USD at other businesses or schools?
 - Personally, feels like she hasn't been exposed many sustainability initiatives.

Additional comments for Office of Sustainability:
Keep up the good work!

Isabel Alvarez:

Respondent 1:

1. What three actions come to mind when you think of the word "sustainability"?
 - o Reduce
 - o Reuse
 - o Recycle
2. How important is living sustainably to you? Why or why not?
 - o Pretty important but she does not revolve her life around it.
3. What are some examples in which you practice sustainable habits at your place of living and on campus?
 - o She used to recycle but now in her new apartment there is no designated recycling bin so she does not recycle. She does not go out of her way to recycle. On campus, she recycles because there are a lot of recycling bins.
 - o She is conscience about putting the air conditioning on a timer, and turning lights off but the main drive of these behaviors is because it will save her money.
4. What can you do to improve your sustainable behavior at home and on campus?
 - o She says she can use more recyclable things instead of disposable things. She can use her reusable bottle more.
 - o On campus, she said she can limit her uses on disposable items like take out boxes from the SLP.
5. How does USD promote sustainable habits/ behaviors on campus?
 - o She noticed that in the dorms there were signs about water usage above the sinks in the bathrooms but they do not make much of an impact. She would like to have those signs be more educative and filled with facts
6. Is USD meeting your standards of sustainability? If no, why not?

- At first, she said “Yes” but after asking why, she changed her answer to “No”. She was very passionate in talking about how she always sees the sprinklers throwing water on the sidewalks. She explains how it is a waste of water and that it is a simple problem that no one seems to fix
 - She does however appreciate there are solar panels at the school.
7. Do you think USD administration, students, and professors are conscientious of sustainability on the USD campus? Why or why not? How do you think they practice sustainability?
- She explains that USD tries to be sustainable but that it does not succeed, or if it does she does not know. She believes that it is not as advertised on campus and feels that there is no effort to make people aware.
 - She does not think students are because of how the trash is handled at the SLP. She elaborated that it is always a mess and that the students do not take the time to put the trash in the appropriate bins
 - She explains that none of her professors have talked about sustainability in class.
8. What can the responsible party/parties do to improve your sustainable behavior on campus?
- She says she wants more facts surrounding sustainable behaviors. She says that this will resonate more with her. She lists the following ideas:
 - Even more recycling on campus and fix sprinklers
 - Put more water bottle filling stations around campus
 - “BYOB”- Bring Your Own Bottle- discount at eating places on campus if you bring your own refillable bottle.
 - Build a garden/ aquaponics. Use the garden’s vegetation at SLP and other dining places on campus.
 - Get on campus dining location to get use food products from local farmers and local food places
 - Have there be a Sustainability component in student government's yearly plan.
 - Reach certain quota of projects that surround USD sustainability
 - Put on Events of sustainability- help plant garden, more active activities,
 - No informational meeting- people would not spend free time hearing about sustainability unless initiative (like an actual plan)
9. What clubs/ organizations on campus would you like to see partner with the Office of Sustainability to create events and give information on sustainability?
- She lists Greek Life, TPB, Cultural clubs, and Outdoor adventure club.
10. Where do you get information (events, news, etc.) about USD?
- She gets her information mostly from emails. She also gets event information on stand outside Tu Mercado, Maher Circle.

Respondent 2:

1. What 3 actions come to mind when you think of the word “sustainability”?
 - Recycling
 - Water
 - Electricity
2. How important is living sustainably to you? Why or why not?

- She explains it is of moderate importance because she does not think conservation directly affects the whole world. However, she does not believe that it is a bad thing. It has just become habit to her.
3. What are some examples in which you practice sustainable habits at your place of living and on campus?
 - She tries to take short showers, use reusable water bottles, and she also brings her own bags with her to the grocery store.
 4. What can you do to improve your sustainable behavior at home and on campus?
 - She believes that she is doing enough.
 5. How does USD promote sustainable habits/ behaviors on campus?
 - She explains that USD does it by having recycling bins on campus, displaying signs about conservation, selling reusable bottles, and having monitors on freshman dorm showers that will beep if a shower takes too long. She also said that people would also just turn off the monitor if they were going to take a long shower and did not want to hear the beeping.
 6. Is USD meeting your standards of sustainability? If no, why not?
 - She explains that USD is not because the sprinklers on campus are always overflowing onto the concrete sidewalk. It is a big waste of water.
 7. Do you think USD administration, students, and professors are conscientious of sustainability on the USD campus? Why or why not? How do you think they practice sustainability?
 - She explains that because of the sprinklers she believes that USD Administration is not conscientious. She thinks that more students are but that she has no idea about professors because none of them have ever brought it up in her classes.
 8. What can the responsible party/parties do to improve your sustainable behavior on campus?
 - She stresses the importance to get the sprinklers fixed and to have more water filling stations.
 9. What clubs/ organizations on campus would you like to see partner with the Office of Sustainability to create events and give information on sustainability?
 - She lists: TPB, Student leadership/ASB, Athletics at sports games, and the School of Business or other schools in USD.
 10. Where do you get information (events, news, etc.) about USD?
 - She gets more of her information from emails, and more specifically, Torero Weekly's emails and the weekly School of Business emails. She also gets information from professors when they talk about an event that they recommend their students to go to. She explains that sometimes she will see something on Instagram about an upcoming event.

Respondent 3:

1. What 3 actions come to mind when you think of the word "sustainability"?
 - Reduce
 - Reuse
 - Recycle
2. How important is living sustainably to you? Why or why not?

- She explains that it is very important. When asked why she shrugged her shoulders and said that it helps the earth. Seemed to be giving me the answers I want to hear.
- 3. What are some examples in which you practice sustainable habits at your place of living and on campus?
 - She says that she recycles and makes sure to not leave lights on when she is not in a room. She also makes sure to not take too long in the shower.
- 4. What can you do to improve your sustainable behavior at home and on campus?
 - She thinks for a while and answers that she can maybe use reusable silverware and not I can use reusable silverware
- 5. How does USD promote sustainable habits/ behaviors on campus?
 - She says that there are monitors on showers in her dorm and that there are a lot of signs everywhere informing her the importance of saving water and energy.
- 6. Is USD meeting your standards of sustainability? If no, why not?
 - She says that it is not because it uses too much water on grass. She believes that there is too much greenery and it shows that too much water is used.
- 7. Do you think USD administration, students, and professors are conscientious of sustainability on the USD campus? Why or why not? How do you think they practice sustainability?
 - She says that she does not think professors and USD administration care about being sustainable because they do not live in campus.
 - She thinks students are conscientious because they are living on campus. She believes that they want to take care of where they live so they put in more effort.
- 8. What can the responsible party/parties do to improve your sustainable behavior on campus?
 - She wants USD to use less water when watering the grass. She also wants USD to send email reminding students of the importance of doing things such are recycling and conserving water.
- 9. What clubs/ organizations on campus would you like to see partner with the Office of Sustainability to create events and give information on sustainability?
 - She thinks the best club to partner with would be Outdoor Adventures because they are outside with nature so they understand importance of nature.
- 10. Where do you get information (events, news, etc.) about USD?
 - She gets her information from emails that the school sends. She knows all the events that are happening by looking at the events section on the MySDMobile app.

Miles Trudeau:

Interview 1

1. Did you know that USD had an Office of Sustainability, and if so, how long have you known of their organization?

- Yes, I have heard of the office of sustainability but I do not know much about them. I am not sure where I have heard of this office, but I do recall them from some conversation I had or sign on campus.

2. Would you consider yourself “sustainable”? Is it something you have always cared/have not about?
 - Yes. I am sustainable. I was born into a very sustainable family.
3. What motivates you to be sustainable? Or; What would motivate you to be more of a sustainable person?
 - I want to be responsible for the future generations that will come to this planet and as a person I feel bad for this planet. We are hurting the earth with poor human choices we make
4. Do you think the culture at USD values being green and sustainable?
 - I think as a majority the culture isn’t sustainable but if you find the right groups of course you find some people who care. I think other schools have stronger cultures of care than us however
5. Do you think USD students, specifically the freshman class, being required to take informative online surveys and educational quizzes focusing on sustainability result in positive way? Could this be a successful way in spreading sustainable behavior?
 - I do not think it would work because survey is not something people like doing

It is a task
6. Are you just as sustainable when you are on campus verses when you are off campus or at home?
 - Yes. It is part of my everyday life.
7. When walking on campus; do you visually feel like you are on a sustainable and environmentally friendly campus? Are there ways we can improve the appearance to make it appear more efficient?
 - Yes, it looks very clean and parking lots are hidden. There are recycling places and its very clean. No one smokes on campus and its healthy feeling
8. Is there anything you can suggest the Office of Sustainability doing for future improvements?
 - Communicate with students more. We feed off of what you do as an office, so communicate more and improvements should follow
9. Is there anything you can suggest for the Office of Sustainability when it comes to having better communication with USD students and faculty?
 - I am not sure if they market themselves but if they did I think the culture of care would grow stronger

Interview 2

1. Did you know that USD had an Office of Sustainability, and if so, how long have you known of their organization?
 - I found out about the office of sustainability because I took this class last semester. Before that I had no idea. The role for this organization is to make everything environmentally friendly. All aspects of the school
2. Would you consider yourself “sustainable”? Is it something you have always cared/have not about?
 - Yes, I would say I am sustainable. I have been sustainable for some years now because of the reality of how dangerous global warming can become.
3. What motivates you to be sustainable? Or; What would motivate you to be more of a sustainable person?

- I am motivated because I want to do my part in reducing global warming. I have a responsibility I want to uphold. And if everyone does a small part it is a big impact
4. Do you think the culture at USD values being green and sustainable?
 - No, I do not think the culture values being sustainable. We have so many fountains and a bunch of grass we use water on.
 5. Do you think USD students, specifically the freshman class, being required to take informative online surveys and educational quizzes focusing on sustainability result in positive way? Could this be a successful way in spreading sustainable behavior?
 - No, I don't think anyone takes those surveys seriously, everyone knows it's an issue and online surveys forced to take would be a task to them, not an educational thing.
 6. Are you just as sustainable when you are on campus verses when you are off campus or at home?
 - I am more sustainable at home. I tend to recycle more. Recycling on campus seems difficult. There aren't that many options.
 7. When walking on campus; do you visually feel like you are on a sustainable and environmentally friendly campus? Are there ways we can improve the appearance to make it appear more efficient?
 - No, it doesn't feel sustainable. Not many green awareness signs about being green. Absolutely no marketing done to promote being green or celebrate being green as a community.
 8. Is there anything you can suggest the Office of Sustainability doing for future improvements?
 - Just market themselves better and show the impacts they are doing that works to make the community be more aware off them. Do greener friendly events to increase the awareness,
 9. Is there anything you can suggest for the Office of Sustainability when it comes to having better communication with USD students and faculty?
 - Incentive programs. If you give a student a free clean shirt they will wear it. It will break the barrier between students and the office.

Interview 3

1. Did you know that USD had an Office of Sustainability, and if so, how long have you known of their organization?
 - Yes, I have heard of it. Yes, I get emails from them about taking care of campus. Role is to make the campus as sustainable as possible in lowering waste.
2. Would you consider yourself "sustainable"? Is it something you have always cared/have not about?
 - Yes, I have cared about being sustainable since I was very young because of the influence my mom had on us
3. What motivates you to be sustainable? Or; What would motivate you to be more of a sustainable person?
 - I care about being sustainable because I care about the earth and it is frustrating to see people not care about where they live
4. Do you think the culture at USD values being green and sustainable?

- Yes, I think the culture values it because it aligns with the school’s principles. They want to demonstrate that they are a school that cares about being sustainable. Beautiful campus is the motivation of why I want to maintain it
5. Do you think USD students, specifically the freshman class, being required to take informative online surveys and educational quizzes focusing on sustainability result in positive way? Could this be a successful way in spreading sustainable behavior?
 - I think the online surveys would have a low affect, but I think sustainability comes from morals and from within. It would bring awareness but marginally help. But it takes someone who truly cares.
 6. Are you just as sustainable when you are on campus verses when you are off campus or at home?
 - I am less sustainable on campus because I do not understand how the recycling works. The blue cans do not distinguish what specifically goes into it. Sometimes I think I recycle things that should not be recycled but when I go home I know exactly what I am doing
 7. When walking on campus; do you visually feel like you are on a sustainable and environmentally friendly campus? Are there ways we can improve the appearance to make it appear more efficient?
 - Yes, I do feel sustainable when I walk on campus. It looks sustainable, but the vegetation obviously needs a lot of water to maintain so that is a negative. Are there ways to improve? I would put out trash cans much easier to comprehend
 8. Is there anything you can suggest the Office of Sustainability doing for future improvements?
 - No, I have no ideas
 9. Is there anything you can suggest for the Office of Sustainability when it comes to having better communication with USD students and faculty?
 - Brief the workers who work at USD how to work while being sustainable. Maybe try having different clubs and organizations when they have meetings, make sure it is sustainable like recycling and not having a bunch of plastic water bottles. Continue to encourage carpooling with parking spots. Have teachers not print out as much paper.

Andrew Daniel:

Interview Questions – Respondent A

1. Tell me three words that come to mind when you think about the word “green”.
 - trees, recycling, eco-friendly
2. Tell me three words that come to mind when you think about the word “sustainable”.
 - resources, recycling, sustainable-living
3. What does being sustainable mean to you?
 - Use resources available to you while not going out of your way or creating something new
4. Does USD feel like it has a sustainable culture? Do you believe that your peers care about having a sustainable culture?
 - I don’t know, yes, I think so. Especially with the environment and all the issues lately. I feel like people are more aware. (Climate change, etc.)
5. What things do you see in daily life, on campus, that makes USD feel sustainable to you?

- Definitely the top thing would be water bottle fill stations around campus. Also recycling bins around campus.
6. What things do you see in daily life, on campus, that makes USD NOT feel sustainable?
 - Nothing.
 7. When it comes to a sustainable (green) culture, do you believe professors attitude and behavior have influence on students? In what ways? Or why not?
 - Yes, my teachers at UCSC would promote what efforts the school is doing that are green and good for environment. My UCSC professors would talk about how our school was promoting and supporting locally grown foods as well as buying from local businesses and not corporations. UCSC had on campus organic dining which was more expensive but also healthier.
 8. Have you heard about the Office of Sustainability or know what it does?
 - No.
 9. How can the Office of Sustainability improve the feeling of a sustainable culture across USD?
 - Not too aware of sustainable living as a whole, but I would say pop-up tents or brochures to explain what they are doing.

Interview Questions – Respondent B

1. Tell me three words that come to mind when you think about the word “green”.
 - Reduce, reuse, recycle
2. Tell me three words that come to mind when you think about the word “sustainable”.
 - Working faster, steady, good for environment
3. What does being sustainable mean to you?
 - Sustaining a good and healthy environment as well as lifestyle. Good for environment and good for you.
4. Does USD feel like it has a sustainable culture? Do you believe that your peers care about having a sustainable culture?
 - They advocate a lot for sustainability but I never see anything come out of it. We have a beautiful campus but is it the workers who keep it clean or the students? I would like to know how much they spend on gardening and water. Are the students helping go green or is it the workers who are paid that do all of it?
5. What things do you see in daily life, on campus, that makes USD feel sustainable to you?
 - Facilities management helping everything out and the amount of trash cans around campus, even though they always seem hidden. Also, the showers in Founders Hall that change (smiley, neutral, and frowny face) when the showers are on for too long.
6. What things do you see in daily life, on campus, that makes USD NOT feel sustainable?
 - Sprinklers, I walk through puddles on the way to class (lives in vistas). Lots of fountains across campus that use electricity and water to keep them going.
7. When it comes to a sustainable (green) culture, do you believe professors attitude and behavior have influence on students? In what ways? Or why not?
 - Both. Yes, but students should be independent. A little influence but it should go both ways.
8. Have you heard about the Office of Sustainability or know what it does?
 - Yes, but not sure what it does.
9. How can the Office of Sustainability do a better job communicating with students?

-I write for the USD Vista so I know that there are emails that go out weekly which don't get read very often. Advertisements would be better than weekly emails. Also, those plastic things on the doors around campus that you can put paper or info inside.

10. How can the Office of Sustainability improve the feeling of a sustainable culture across USD?

-Reduce sprinklers and fountains. I don't feel like they aren't sustainable, just reduce I guess.

Interview Questions – Respondent C

1. Tell me three words that come to mind when you think about the word “green”.

-recycling, compost, reusable water bottles

2. Tell me three words that come to mind when you think about the word “sustainable”.

-reusable, lasting, resourceful

3. What does being sustainable mean to you?

-Being resourceful and using things that can be reused.

4. Does USD feel like it has a sustainable culture? Do you believe that your peers care about having a sustainable culture?

-yes, we have groups on campus that focus on sustainability and lots of recycling bins. Sometimes, depends on who I'm with.

5. What things do you see in daily life, on campus, that makes USD feel sustainable to you?

-Recycling bins, sustainability groups on campus, bikes.

6. What things do you see in daily life, on campus, that makes USD NOT feel sustainable?

-Sprinklers on all the time, extremely green grass, lots of cars.

7. When it comes to a sustainable (green) culture, do you believe professors' attitude and behavior have influence on students? In what ways? Or why not?

-Yes, when a teacher is super motivated about sustainability, it makes you think about being sustainable, the earth, and things you can do to better for it.

8. Have you heard about the Office of Sustainability or know what it does?

-Yes, but I don't know what it does.

9. How can the Office of Sustainability improve the feeling of a sustainable culture across USD?

-Promote more campaigns around sustainability to drive awareness.